

## Maintaining Target Language and Developing Interpersonal Communication



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Michigan World Language Association, 2016

"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction."

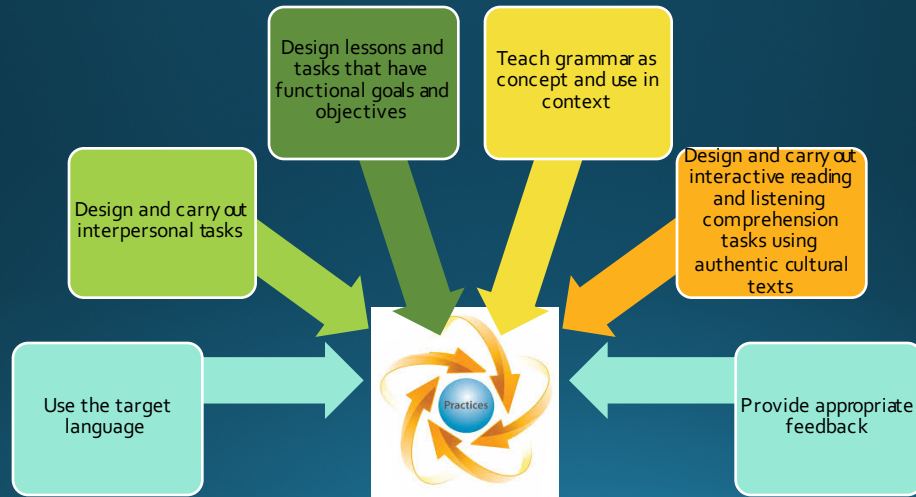
Stephen Covey



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# ACTFL Core Practices



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Use the target language as the vehicle and content of instruction.

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## ACTFL Position Statement: Use of the Target Language in the Classroom

*"Research indicates that effective language instruction must provide significant levels of meaningful communication and interactive feedback in the target language in order for students to develop language and cultural proficiency....."*

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## ACTFL Position Statement: Use of the Target Language in the Classroom

*"ACTFL therefore recommends that language educators and their students use the target language as exclusively as possible (90%+) at all levels of instruction during instructional time and, when feasible, beyond the classroom."*

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## Learning a language is like learning.....



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*In classrooms that feature maximum target-language use, instructors use a variety of strategies to facilitate comprehension and support meaning making. For example, they:*

1. provide comprehensible input that is directed toward communicative goals;
2. make meaning clear through body language, gestures, and visual support;
3. conduct comprehension checks to ensure understanding;
4. negotiate meaning with students and encourage negotiation among students;
5. elicit talk that increases in fluency, accuracy, and complexity over time;
6. encourage self-expression and spontaneous use of language;
7. teach students strategies for requesting clarification and assistance when faced with comprehension difficulties; and
8. offer feedback to assist and improve students' ability to interact orally in the target language.

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## 1. Provide comprehensible input that is directed toward communicative goals



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We acquire language in only one way: when we understand messages; that is, when we understand what we hear or what we read, when we understand the message.

## General Features of Useful Input

Input must be:	
Comprehensible	Learners must understand <b>most</b> of what the speaker is saying for language learning to occur.
Meaning Bearing	Useful input must contain a message the learners <b>want</b> and need <b>to understand</b> . There must be some communicative intent.

Smith and Donato, Startalk 2012

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## Comprehensible? Meaning bearing?

### Australia vs. England

A hair raising century by Australian opener Greene Wood on Friday set England back on its heels in the third test at the Melbourne Cricket Ground. Unfortunately, living dangerously eventually cost the Australians the match. Wood was caught out of his crease on the first over after lunch. Within 10 more overs, the Australians were dismissed. Four were dismissed by dangerous running between creases. Two were dismissed when the English bowlers lifted the balls from the batsmen's wickets. The three remaining batsmen were caught by English fieldsmen. One was caught as he tried for a six. When the innings were complete, the Australians had fallen short of the runs scored by the English.

Intercultural Development Research Association  
Desegregation Assistance Center-South Central Collaborative  
Teaching Content: ESL Strategies for Classroom Teachers

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## Comprehensible? Meaning bearing?



### Les Fleuves et les Montagnes de France

Les montagnes les plus importantes de France sont les Alpes. Le sommet le plus haut de France se trouve dans les Alpes et s'appelle le Mont Blanc. Les Alpes séparent la France de l'Italie et la Suisse.

Un peu au nord des Alpes il y a deux chaînes de montagnes qui s'appellent le Jura et les Vosges. Au centre de la France se trouve le Massif Central. Les Pyrénées sont une chaîne de montagnes très pittoresques qui séparent la France de l'Espagne.

Les fleuves principaux de la France sont: la Loire, la Seine, le Rhin, le Rhône et la Garonne.

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## 2. make meaning clear through body language, gestures, and visual support

Sensorial Supports	Paraverbals	Non-Verbals
<ul style="list-style-type: none"> <li>• Visuals</li> <li>• Graphics</li> <li>• Realia</li> <li>• Pictures</li> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Exaggerated pronunciation</li> <li>• Slower than normal speech</li> <li>• Purposeful pauses</li> <li>• Intonation</li> <li>• Enunciation</li> <li>• Slowed speech for emphasis</li> <li>• Key word emphasis</li> </ul>	<ul style="list-style-type: none"> <li>• Gestures</li> <li>• Facial expressions</li> <li>• Pantomime</li> <li>• Demonstration</li> <li>• Routine</li> <li>• Context clues</li> </ul>

ACTFL Webinar – Spring 2012: Tara Fortune

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Quel est le problème?

J'ai faim.

Regarde, beaucoup de méduses délicieuses!

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## Create Comprehensible **LANGUAGE** by:

- Paraphrasing (or saying it in an easier way).
- Slowing down the rate of delivery.
- Defining words by example, not translation.
- Using structures students are familiar with and build on them over time ('No talking over their heads').
- Using key words and phrases more than once (enter and re-enter new language elements).
- Use tone of voice to emphasize key parts on the message

Smith and Donato, Startalk 2012



## Create a **CONTEXT** for increasing comprehension by:

- Using gestures to make meanings clear
- Using visuals and props
- Making sure students have knowledge of the topic/objective of the lesson
- Providing a meaningful and purposeful context

Smith and Donato, Startalk 2012

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## Meaning bearing – a message that students want and need to understand

Authentic Text



written by native  
speakers for native  
speakers

- provides visual support
- is culturally rich
- provides models of correct language

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## *Daniel fait ses devoirs dans la rue, à la lumière d'un magasin.*



Daniel Cabrera a 9 ans. Il vit aux Philippines, un pays d'Asie du Sud-Est, situé à plus de 11 000 kilomètres de la France. Les Philippines sont constituées de plus de 7 000 îles. Daniel vit à Cebu, une île située au centre de l'archipel philippin.

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<http://1jour1actu.com/monde/enfant-photo-philippines-84059/>

## 3. conduct comprehension checks to ensure understanding



Limited Language Responses



Extended Language Responses

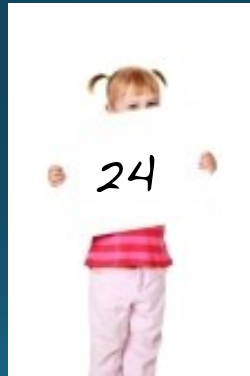
## CHECKING FOR COMPREHENSION



Thumbs up /Thumbs down



Make sentence true



Hold ups



Do as I say (TPR)



Act Out

## CHECKING FOR COMPREHENSION Oral Production Strategies

Linguistic Complexity	Example
Yes/No	Do sea turtles eat jelly fish? Plastic bags?
Either/Or	Do sea turtles swim in the ocean or the river?
Fill in the blank	Sea turtles like to _____.
Who? /What? / When?	What do sea turtles eat? Who eats jelly fish?
Why? / How?	Why are plastic bags dangerous?
What now? What is going to happen?	What is going to happen if more plastic bags get in the ocean?

Alimenti e bevande	Kcal	Minuti di cammino (a 3,2 km all'ora) necessari per bruciare le calorie	
		Donna (peso 60 kg)	Uomo (peso 73 kg)
<ul style="list-style-type: none"> <li>Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate</li> </ul>	300	115 minuti	95 minuti
<ul style="list-style-type: none"> <li>Un tramezzino (pane g 30, formaggio g 30, prosciutto cotto g 20, maionese g 10)</li> </ul>	350	135 minuti	110 minuti
<ul style="list-style-type: none"> <li>Panino con hamburger al doppio formaggio</li> </ul>	450	170 minuti	140 minuti
<ul style="list-style-type: none"> <li>Patatine fritte (porzione media da fast food)</li> </ul>	340	130 minuti	110 minuti
<ul style="list-style-type: none"> <li>Una porzione di profiterol (g 100)</li> </ul>	280	110 minuti	90 minuti
Una lattina di bibita zuccherata (330 cc)	130	50 minuti	40 minuti

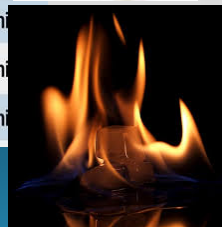
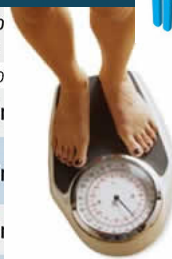
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## Making Authentic Text Comprehensible

Alimenti e bevande	Kcal	Minuti di cammino (a 3,2 km all'o necessari per bruciare le calorie	
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## Practice in target language; assess in English

Comment dit-on.....

*How do you say....*



Cherchez les mots qui indiquent..

*Find the words that indicate....*

1. **une quantité de coca** (*an amount of coke*)
2. **pas toutes les profiteroles** (*not all the profiteroles*)
3. **une sauce blanche** (*a white sauce*)
4. **Quelque chose de jaune qui va souvent avec un hamburger**  
(*something yellow that often goes with a hamburger*)
5. **La nourriture qui exige plus de deux heures de marcher pour éliminer les calories**  
(*the food that requires more than 2 hours of walking to get rid of calories*)

Quelle est l'idée principale?

*What is the main idea?*

- a. **La différence entre les hommes et les femmes**  
(*difference between men and women*)
- b. **Une comparaison entre les calories et l'activité**  
(*A comparison between calories and activity*)
- c. **La nourriture qui est de mauvaise santé**  
(*food that is unhealthy*)

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## Creating Classroom Climate



What structures are in place to make sure my students understand the "rules of the game"?

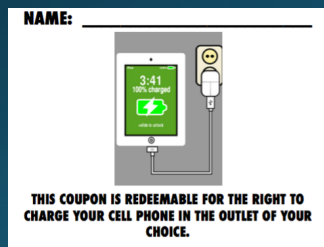
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## Creating Classroom Climate



- Rewarding risk taking – individual and class incentives
- Making use of target language a “game” – May I speak English?
- Language pledge – Concordia challenge

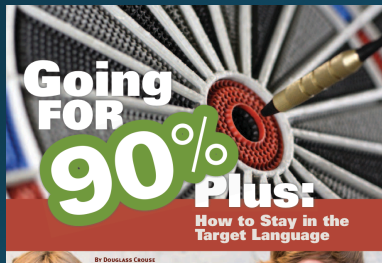


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## When is it justifiable to use English?



- Some interpretive comprehension tasks to check for overall comprehension of text
- Complicated task instructions when modeling will not work
- Brief discussions of grammar, as in the “C” phase of PACE, particularly at lower levels
- Instructions on assessments
- Emergency situations

Eileen Glisan, ACTFL 2016 Webinar

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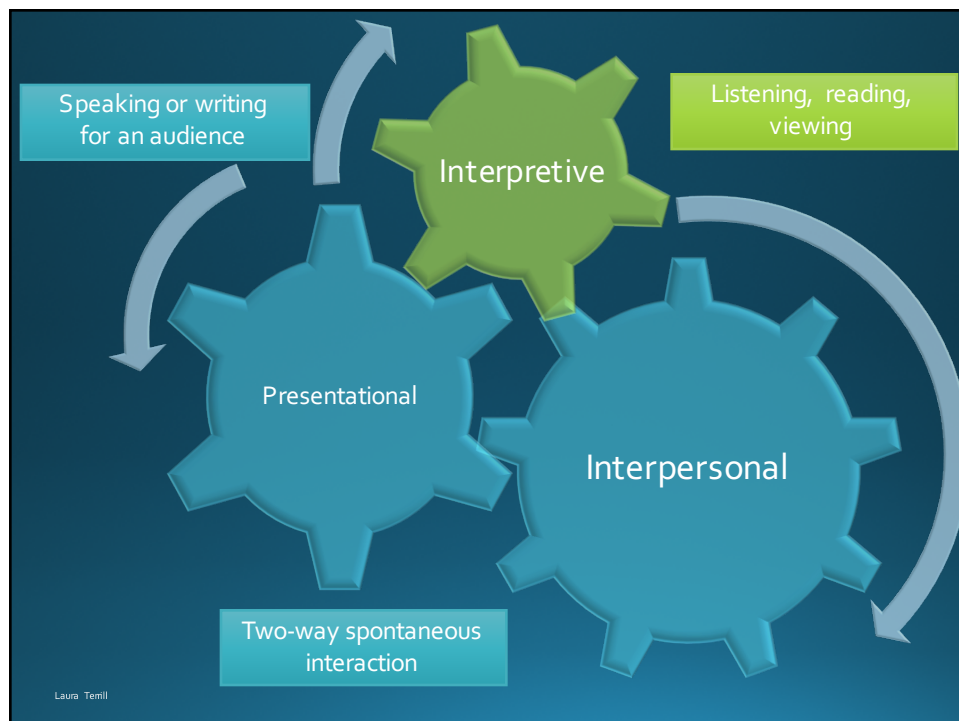
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# NAEP Foreign Language Framework



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## What is the mode of communication?

1	Prepare a poster about your favorite sport.	Presentation
2	Watch a travel video and jot down places of interest.	Interpretive
3	Talk about what to do on the weekend.	Interpersonal
4	Send a letter to an e-pal.	Interpersonal
5	Create a graphic organizer for new vocabulary.	Interpretive
6	Create a skit where you buy something in the market.	Presentation

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## Personal and Public Identities: Do you see what I see? What determines a person's identity? Who is the "real" me?

Throughout this unit, students will have the opportunity to consider and explain who they are, the activities they participate in and how they interact with others. They will then learn about and reflect on character and personality traits and will be able to describe their behaviors and attitudes in terms of their personal and public identities. They will examine well known self portraits and consider why self portraits exist comparing the selfies of today to the portraits of the past. Finally, they will consider the impact of stereotyping in their own lives and consider how the media contributes to stereotyping. They will create and share a multimedia product that highlights influences on their identity sharing elements of their inner and outer selves.



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## Getting the most out of an authentic text



- How can you best use this text/activity to develop the **interpretive** mode?



- What **interpersonal** conversation would students be likely to have on this topic?



- What might students do in the **presentational** mode as a way of making learning more concrete?

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Personal and Public Identities: Do you see what I see?  
What determines a person's identity? Who is the "real" me?



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<http://actualidad.rt.com/sociedad/view/118840-selfie-peligroso-telefono-foto-video-toros>

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## Before Reading: Prediction



- Students write:
  - headline
  - photo caption
  - first paragraph or lines of article
- Students then share what they have written with other students/groups. Students predict which version is most likely.
- Students read the actual article and compare.
- They add useful vocabulary to personal vocabulary.

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## During reading



- Students read the actual article and compare to their versions.
- They work with ACTIVE strategies as they read.
- They add useful vocabulary to personal vocabulary.

### ACTIVE

Ask questions, make connections, track down most important words or ideas, make inferences, visualize, extend their learning

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## Extend to other modes



### Interpersonal

- Role play an interview with this young man.
- Share your opinions about the actions of this person. Talk over the “dangerous” things you have done.

### Presentational

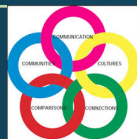
- Write the comments you would include on any social media site where you saw this picture.
- Tweet to call attention to this event.

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Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Knowing how, when and why to say what to whom



WORLD-READINESS STANDARDS  
FOR LEARNING LANGUAGES

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

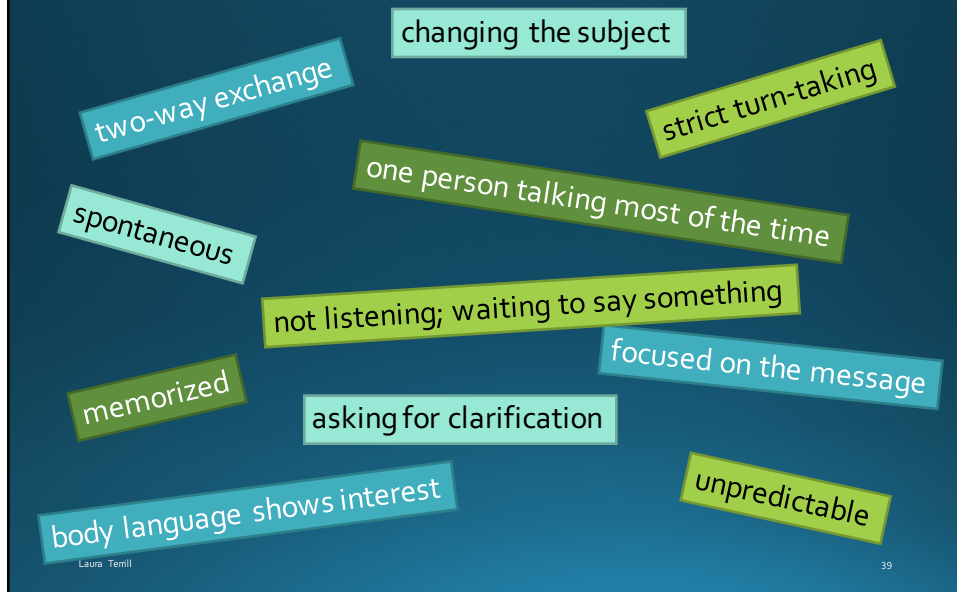


Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

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## Interpersonal Communication is.....



## Interpersonal Communication....

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

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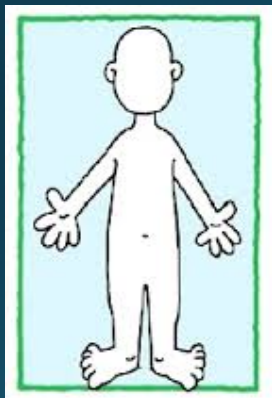




What is your  
definition of  
meaningful  
communication?

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Have a conversation using the following words.



head	nose
foot	ears
hand	mouth
stomach	knee
eyes	hair

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## 4. negotiate meaning with students and encourage negotiation among students

### Lexical Chaining

- What color is Paul's shirt?
- Green.
- That's right. And what color is Ann's sweater?
- Ann's sweater is red.
- Red, yes. And the color of your jeans?

### Known Responses

- What time does school start?
- It starts at 8:05.
- What time do you have French?
- I have French at 10:10.
- Me too. What time do you go home?
- School ends at 3:10.

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## Role Play or Skit?



**Partner A** – Great idea to write lesson plans and give up part of a weekend.....



**Partner B** – Are you nuts? It's the weekend.. .....

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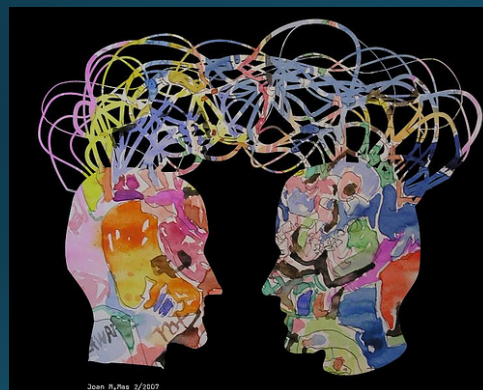
# Global Citizenship

## Portfolio Project

You are an exchange student from \_\_\_\_\_ and have the unique opportunity to spend a year in \_\_\_\_\_. As an ambassador for your country and city, you will be sharing lots of information with other students in your new area.

This will be a project that continues throughout the year and you will be adding new information with each unit of study. This project will count as a summative presentational grade each quarter and will be assessed using the presentational rubric. You will share information about your city and country with others by organizing this information in a digital format. Options include powerpoint, prezzi, shutterfly and other digital formats that might be of interest to you.

All cities and/or countries will be assigned first come, first served. Beginning the day after the project is discussed, you may submit your request giving your reasons for wanting to be an exchange student from a particular city. If more than one student requests the same destination, the student with the better reasons will have that destination.

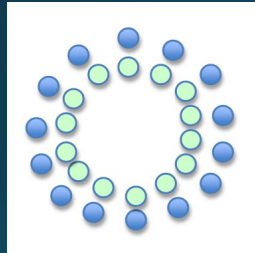
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What is your definition of meaningful communication?

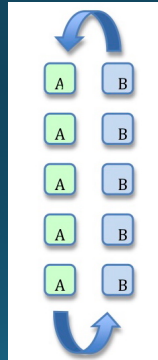
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## 5. elicit talk that increases in fluency, accuracy, and complexity over time

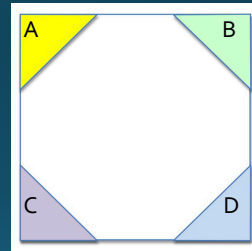
### *Working with Random Partners*



Inner/Outer Circle



Rotating Rows



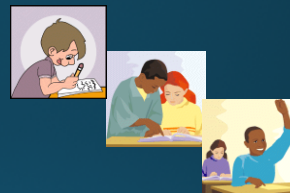
Four Corners

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## *Think – Write - Pair - Share*

The teacher poses a problem or presents a topic. Students are given time to think and may be asked to jot down their thoughts or asked to respond individually using tools such as *polleverywhere*. They then pair with another student to discuss the topic or compare responses. Finally, they share their thoughts with the whole class.



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## *Numbered Heads Together*

Directions: Students assemble into groups and number off. The teacher asks a question and tells the groups to put their heads together to discuss it. The teacher calls a number and selects a group. The student with that number in that group answers. The teacher asks the students of the same number from the other groups if they agree with the response or asks them to elaborate on the response.

